

Prior Learning:

Year R: Painting; colour mixing (identifying primary colours) Pencil pressure, tone, dark.

Year 1: Colour mixing (Kandinsky) Shades of Colour (Kandinsky) Looking at different artists and their mediums, tone, colour, pressure.

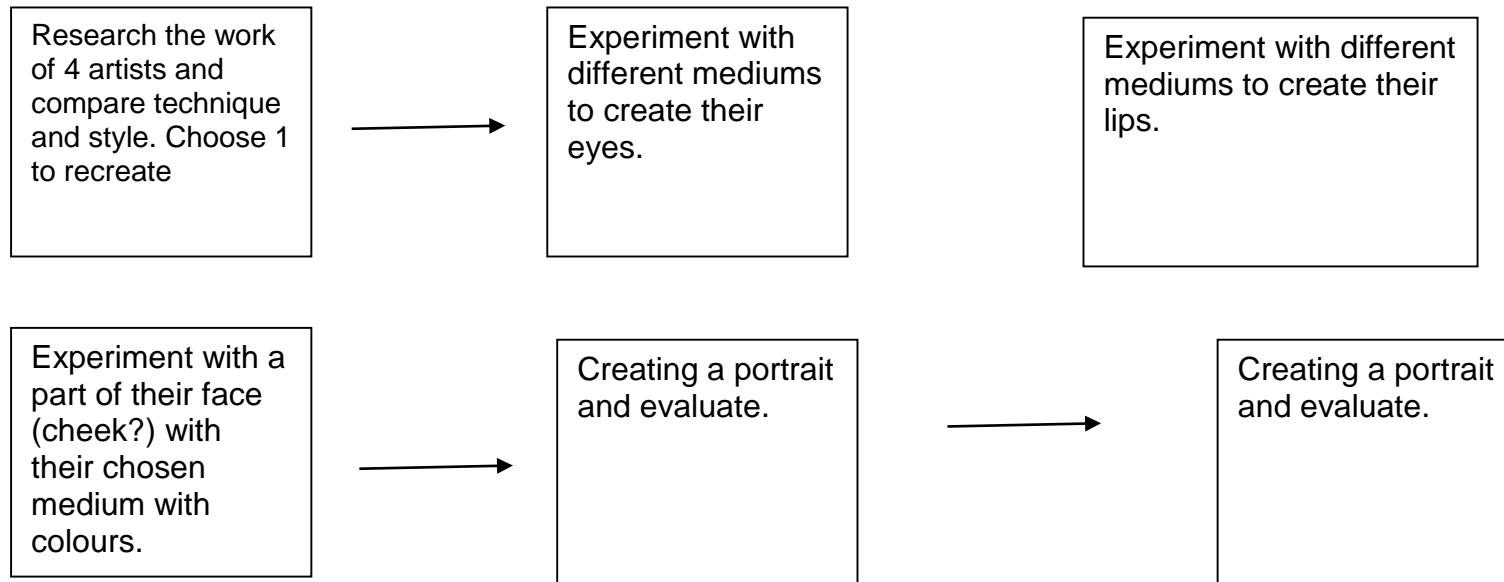
National curriculum:

- Use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own works.
- Evaluate and analyse.

Vocabulary:

Van Gogh, Frieda Kahlo, Alfred Conteh, Rembrandt.
portrait, self-portrait, experiment, mediums, oil pastels, paint, pencil, pressure, facial features, colour mixing, colour, texture, line, shape, style, shades, light, dark, evaluate, improve, analyse, charcoal

Snapshot overview



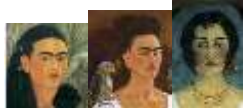



Art Medium Term Planning

Year Group: 2

Term:

Topic: Art

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	Key learning
--	---------------------------	---	------------------------	---------------------

Session 1	<p>I can describe the features of the work of a range of artists</p>	<p>Remind the children of the self-portrait they did in year 1. Discuss the key vocabulary. –</p> <ul style="list-style-type: none"> • Line • Shape • Shade/tone <p>Show children pictures of portraits from below artists and share that in this unit you will be recreate a portrait in the style of one of these artists: Van Gogh's, Frida Kahlo's, Rembrandt and Alfred Conteh's.</p> <p>Focus on just 1 artist e.g. Frida Kahlo and look at a range of her portraits – discuss the features she uses (E.g. dark thick lines, colour blocks for background, shape – prominent facial features that stand out). Discuss the medium used</p>  <p>As a class create a list of features this artist uses in their portraits.</p> <p>Rembrandt:</p>  <p>Discuss features (dark backgrounds, face out of the background, detailed facial features) discuss the medium used.</p> <p>Alfred Conteh</p>  <p>discuss features – sometimes bold colour, sometimes black and white, level of shading and detail – makes it looks 3D, not always face on, discuss medium – pencil? Charcoal?</p> <p>Van Gogh</p> 	<p>Small group work with an adult for children who struggle to verbalise and describe.</p> <p>(Frieda Kahlo Rembrandt Alfred Conteh Vincent Van Gogh)</p>	<ul style="list-style-type: none"> • All children will be able to discuss the features from different artists. • All children will be able to define the different types of line. (curved, straight) • All children will be able to identify tone.
-----------	--	---	--	---

Discuss features – pale water colours (explain meaning) small facial features, background prominent, shading for shadow, light tone

Table of each artist – chn walk round and discuss styles and techniques. Chn choose favourite artist to recreate- place a post it on favourite artist

Feedback as a class. Chn explain their choice justifying with a reason. Create sugar paper list of each artist listing the features they can see.

Session 2	<p>I can use line and shape effectively in the style of my chosen artist.</p>	<p>Recap the artists (Frida Kahlo, Rembrant, Alfred Conteh, Van Gogh) Recap the features (line, tone, texture,</p> <p>T to look at the artists work (one piece from each artist) and recap what was said about the eyes – line and shape. Refer back to yr1 self-portraits and how they drew their eyes. Refer to yesterday’s detailed discussion and refer to the working wall list. Refer to the detail – outer eye and inner eye and the shape and lines used for this</p> <p>Chn to sit in their artist groups and take their chosen portrait. Chn to look at portrait and practise recreating the eyes from this artwork. Practise this 4 times in their art book which should be quartered. Encouraging use of line, shading, tone and shape – chn taking time to ensure detail is accurate. Encourage them to use the same style. Once drawn add colour if artist does this (e.g Frieda).</p> <p>Repeat this for noses on another one of the A4 pages</p> <p>Children to evaluate their best one at the end of the lessons (put a star, smiley face or circle with the one they think is the best) and explain why it is the best one – write a sentence to explain</p>	<p>Adults to lap and facilitate discussions</p>	<ul style="list-style-type: none"> • All children will be able to draw an eye using the correct lines. • All children will be able to draw a picture of a nose using the correct lines. • All children will experiment with line, tone and shading.

Session 3	<p>I can use line, shade, shape and tone effectively in the style of my chosen artist.</p>	<p>Repeat session 3 for mouths.</p> <p>Children to look at what facial features they have drawn and chosen as their best one. Look at example portrait and discuss where the artist has drawn the features of the face e.g. Where are they eyes? Are they at the top of the head? What is above and below them? What about the nose? Where does it start?</p> <p>Discuss starting between eyes and then going down for the nose. Then onto the lips etc. Discuss the positions of the features of a face and the size in proportion to each other. Discuss/introduce the secondary facial features .e.g eyebrows, eyelashes, cheeks, ears, hair, chin – how could we draw these? Refer back to their chosen portraits and look at how these artists have drawn them.</p> <p>Teacher to model discussing shade and tone of pictures from the 4 artist referring back to list created in session 1 and 2.</p> <p>Children to go back and look at chosen picture and recreate the colour shade/tone for the background of their chosen picture. Teacher recap colour mixing to get desired colour from yr 1 – what colours do we need to mix to make a colour lighter/darker – refer to yr 1 learning (tone).</p> <p>Plenary: Children to evaluate the best mouth/best shade/tone and star or smiley face next to the chosen one. Write how this was created and explain why it is the best one.</p>		<ul style="list-style-type: none"> • All Children will be able to mix and describe the change to colour. • All children will be able to change the tone of a colour. • All children will be able to use line, shade and tone.
-----------	--	--	--	--

<p>Session 5</p>	<p>I can develop a range of art techniques to recreate a portrait</p>	<p>Children to look at what facial features they have drawn and chosen as their best one.</p> <p>Look at example portrait and discuss where the artist has drawn the primary features of the face e.g. Where are they eyes? Are they at the top of the head? What is above and below them? What about the nose? Where does it start? Discuss starting between eyes and then going down. Then onto the lips etc. Discuss the positions of the features of a face and the size in proportion to each-other. Refer to session 3 and 4 = 5-10min discussion</p> <p>Model the outline and how this is created – e.g. painted/shaded/thick lines, shape used– oval, round, long etc. Children to explore what their chosen picture is like for the outline of the face and children to draw the outline of the face.</p> <p>Then bring children back to carpet. Teacher to discuss the shade from yesterday and refer to this when looking at their pictures. Children to go off and add shade to their own backgrounds recreating the picture.</p> <p>Then bring children back to carpet. Teacher to discuss the skin tone of the faces from the artists. Children to then go to table, look at the piece they are recreating and recreate the skin tone on their own artwork in the same style.</p>	<p>Mixed ability groups – adults to lap and facilitate conversations through questioning</p>	<ul style="list-style-type: none"> • All children will be able to use line, shade and tone. • All children be able to place eyes, nose and mouth in proportion. • All to correctly use straight and curved lines.
------------------	---	---	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 6</p>	<p>I can develop a range of art techniques to create a self-portrait</p> <p>I can evaluate my self-portrait, identifying what I have done well</p>	<p>Refer back to yesterday and discuss what we started to do for our self portrait</p> <p>Refer back to the primary facial features of eye/nose/mouth chosen Teacher to discuss these in the style of each artist. Discuss the need to draw the outline of features first before adding the paint/colour.</p> <p>Children to then look at their chosen picture and recreate these features In the same style, thinking about techniques learnt and proportion/layout and the style of the artist including colour if appropriate.</p> <p>Teacher to model and discuss adding secondary facial features (eyelashes, eyebrows, cheeks, chin, hair) discussing position in relation to other facial features, referring to line/shade/tone/shape Children to go and do this to their own recreated portrait in the style of their artist . Once chn have completed this ensure detail is added.</p> <p>Come back to carpet and Teacher to model looking at their own piece of art work evaluate what went well and what could be improved – T to model choosing 2 things they have done well with their art work and 1 thing they would do better next time and WHY and then chn to do the same with their artwork.</p>	<p>Mixed ability groups – adults to lap and facilitate conversations through questioning</p>	<ul style="list-style-type: none"> • To be able to recognise an artist’s work and describe the distinguishing features. • To be able to explain why they have chosen their specific medium and how it is similar to their artist • To be able to use line, shade and tone to add detail to their artwork
--	--	--	--	---

Impact:

To be able to recognise an artist’s work and describe the distinguishing features.

To be able to explain why they have chosen their specific medium and how it is similar to their artist

To be able to use line, shade and tone to add detail to their artwork

To be able to identify what I have done well and what I need to improve